

APPENDIX F

TAX BASE ANALYSIS



TOWN OF SOUTHOLD

TAX BASE ANALYSIS

The Tax Base Analysis is closely related to the Zoning and Build Out Analysis (**Appendix E**), seeking to formulate appropriate objectives based on the fiscal needs of the Town and local school districts. In order to do so, it was necessary to take a comprehensive look at the existing conditions of the Town's land use and tax base, in addition to tax rates, budgets, assessed valuation and other fiscal data specific to school districts and other taxing jurisdictions. In addition, individual interviews were conducted with school district officials, allowing for an understanding of each school district's fiscal conditions.

An examination of fiscal data and distribution of land use indicates that the Town's tax base appears to be sound, with a healthy balance of residential and non-residential uses. Southold Town has long established their optimal mix of businesses, and industrially-zoned businesses, which appears to be financially sensible. It is not likely that the existing zoning mix will have major implications on this tax base. As evidenced in **Appendix E**, the Regional Impact Assessment Model depicts an overall tax-positive situation to the Town, and to each of the school districts under each build-out scenario. Furthermore, aside from the need to be creative with the use of space within several of the schools, there are no major financial issues facing the school districts in Town. With the exception of smaller school districts such as Fishers Island and Oysterponds, the costs to educate school children are on par with other districts in Long Island, and several of the school districts do not have any outstanding debt, as of the end of the 2009-10 academic year. This is reflective of relatively sound fiscal practices, regardless of the economic situation facing Long Island, New York State and the nation as a whole. It is recommended that the Town continue to balance the uses in each of the hamlets, while focusing development into the hamlet centers and HALO zones, where possible.

The following tables present supporting data with respect to the distribution of tax revenue to various taxing jurisdictions within the Town of Southold. Such data includes tax rates, assessed valuation, tax levy and other fiscal data for the town, county, and various fire districts, park districts, library districts and other miscellaneous taxing districts including Fishers Island Ferry District, Fishers Island Garbage District, Orient by the Sea Road District, Orient Mosquito District, Solid Waste District and Waste Water District. An analysis of such fiscal data allows for insight as to the sufficiency of the tax revenue stream to support the services provided by these districts.



TABLE 1
COUNTY TAX RATES AND OTHER FISCAL DATA

Taxing District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy
Suffolk County	\$16.57	N/A	\$2,113,089.16 ¹
Suffolk County – New York State Real Property Tax Law	\$2.152	N/A	
Suffolk County – MTA Payroll Tax	\$0.671	N/A	

TABLE 2
TOWN TAX RATES AND OTHER FISCAL DATA

Taxing District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy
Highway	\$38.720	\$104,048,358	\$4,028,675
General Fund Townwide ²	\$19.971	\$109,089,429	\$21,532,952
Part Town General Fund (Outside Greenport Village)	\$8.689	\$104,048,358	\$904,014
Town Inside Greenport Village	\$196.971	\$5,041,071	N/A

TABLE 3
FIRE DISTRICT TAX RATES AND OTHER FISCAL DATA

Fire District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy
Cutchogue	\$50.641	\$19,568,660	\$991,050
East Marion	\$74.559	\$6,649,787	\$495,841
Fishers Island	\$42.739	\$8,339,062	\$356,400
Mattituck	\$73.724	\$24,324,636	\$1,793,294
Orient	\$65.451	\$7,147,785	\$467,825
Southold	\$54.346	\$31,926,844	\$1,735,225
E-W Protection ³	\$60.038	\$10,867,888	\$652,565

¹ Includes taxes raised for both Suffolk County and New York State

² This includes police protection, per correspondence with the Southold Town Assessor's Office.

³ This refers to the Greenport Village Fire District, per correspondence with the Southold Town Assessor's Office.



TABLE 4
PARK DISTRICT TAX RATES AND OTHER FISCAL DATA

Park District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy
Cutchogue-New Suffolk	\$6.655	\$19,534,540	\$130,000
Mattituck	\$18.918	\$24,313,236	\$459,952
Orient-East Marion	\$2.619	\$13,797,572	\$36,136
Southold	\$17.037	\$18,487,936	\$315,000

TABLE 5
LIBRARY DISTRICT TAX RATES AND OTHER FISCAL DATA

Library District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy
Cutchogue	\$69.136	\$16,881,716	\$1,168,336
Fishers Island	\$4.780	\$8,368,562	\$40,000
Greenport	\$28.786	\$16,213,789	\$467,042
Mattituck	\$48.743	\$23,452,182	\$1,144,528
New Suffolk	\$68.783	\$2,338,221	\$160,828.92
Orient-East Marion	\$28.693	\$13,581,762	\$389,831
Southold	\$23.801	\$30,915,852	\$735,992

TABLE 6
MISCELLANEOUS DISTRICT TAX RATES AND OTHER FISCAL DATA

Taxing District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy
Fishers Island Ferry	\$89.939	\$8,339,062	\$750,000
Fishers Island Garbage	\$45.803	\$8,339,062	\$381,950
Orient by the Sea Road	\$150	Per Parcel	\$3,750
Orient Mosquito District	\$10.683	\$7,488,685	\$80,000
Solid Waste	\$20.610	\$105,978,132	\$2,184,244
Waste Water	\$0.045	\$99,113,048	\$4,375

In an effort to depict the current tax base of the Town, the existing conditions of the Town's land use and tax base was analyzed. **Table 7** presents general data, including the description, parcel



counts and total assessed valuation for each property class code. The vast majority of assessed parcels in the Town are residential properties, comprising over 13,000 parcels and \$94.7 million in assessed valuation.

TABLE 7
DISTRIBUTION OF PARCELS BY PROPERTY
CLASS CATEGORY, ALL PROPERTIES: 2009

Property Class Category	Description	Parcel Count	Total Assessed Valuation
100	Agricultural Properties	538	\$3,830,710
200	Residential Properties	13,240	\$94,761,877
300	Vacant Land	2,756	\$4,038,218
400	Commercial Properties	1,034	\$7,592,966
500	Recreation and Entertainment Properties	162	\$1,418,062
600	Community Service Properties	361	\$10,285,532
700	Industrial Properties	7	\$35,685
800	Public Service Properties	263	\$3,121,724
900	Public Parks, Wild, Forested and Conservation Properties	106	\$712,175
Total: All Parcels		18,467	\$125,796,949

A greater level of detail was examined for commercial properties, as seen in **Table 8**. The same datasets were presented – the property class category and description, parcel count and total assessed valuation – for each type of commercial property. A detailed analysis of such commercial properties will allow for a clear understanding of the existing composition of the Town’s commercial tax base, and will allow for a benchmark in which to measure the Town’s changing fiscal needs.



TABLE 8
DISTRIBUTION OF PARCELS BY PROPERTY
CLASS CATEGORY, COMMERCIAL PROPERTIES: 2009

Property Class Category	Description	Parcel Count	Total Assessed Valuation
400	Commercial	1	\$7,200
410	Living Accommodations	2	\$23,000
411	Apartments	12	\$102,313
411C	Apartments – Condominium (without water frontage)	282	\$696,423
411D	Apartments – Condominium (with water frontage)	149	\$436,700
411P	Apartments – Cooperative (without water frontage)	2	\$165,000
411W	Apartments – Water Frontage	1	\$9,800
414	Hotel	1	\$44,400
415	Motel	9	\$93,765
415C	Motel – Condominium (without water frontage)	2	\$0
415W	Motel – Water Frontage	6	\$188,967
416	Mobile Home Parks (Trailer Parks, Trailer Courts)	1	\$15,500
417	Camps, Cottages, Bungalows	10	\$78,700
417W	Camps, Cottages, Bungalows – Water Frontage	7	\$142,900
418	Inns, Lodges, Boarding and Rooming Houses, Tourist Homes, Fraternity and Sorority Houses	13	\$111,800
421	Restaurants	24	\$264,360
421W	Restaurants – Water Frontage	4	\$62,900
422	Diners and Luncheonettes	3	\$24,100
423	Snack Bars, Drive-Ins, Ice Cream Bars	2	\$11,200
423W	Snack Bars, Drive-Ins, Ice Cream Bars – Water Frontage	1	\$11,000
425	Bar	5	\$30,300
426	Fast Food Franchises	1	\$19,300
430	Motor Vehicle Services	1	\$8,500
431	Auto Dealers – Sales and Service	6	\$90,600
432	Service and Gas Stations	21	\$168,850
433	Auto Body, Tire Shops, Other Related Auto Sales	6	\$42,700
435	Manual Car Wash	2	\$17,100
438	Parking Lot	1	\$3,000
439	Small Parking Garage	1	\$2,200
440	Storage, Warehouse and Distribution Facilities	10	\$99,300
441	Fuel Storage and Distribution Facilities	4	\$20,200
441W	Fuel Storage and Distribution Facilities – Water Frontage	1	\$20,300
442	Mini Warehouse (Self Storage)	2	\$59,500
443	Grain and Feed Elevators, Mixers, Sales Outlets	2	\$10,600
444	Lumber Yards, Sawmills	5	\$164,700
447	Trucking Terminals	2	\$7,800
447W	Trucking Terminals – Water Frontage	1	\$23,600



Property Class Category	Description	Parcel Count	Total Assessed Valuation
448	Piers, Wharves, Docks and Related Facilities	12	\$182,400
448W	Piers, Wharves, Docks and Related Facilities – Water Frontage	10	\$126,950
449	Other Storage, Warehouse and Distribution	58	\$469,870
449W	Other Storage, Warehouse and Distribution – Water Frontage	2	\$44,800
450	Retail Services	1	\$9,300
452	Area or Neighborhood Shopping Centers	8	\$381,977
453	Large Retail Outlets	1	\$31,700
454	Large Retail Food Stores	3	\$71,470
455	Dealerships – Sales and Service (other than auto with large sales operation)	5	\$42,800
455W	Dealerships – Sales and Service (other than auto with large sales operation) – Water Frontage	2	\$30,000
460	Banks and Office Buildings	1	\$49,471
461	Standard Bank/Single Occupant	5	\$97,325
462	Drive-In Branch Bank	2	\$30,000
463	Bank Complex with Office Building	4	\$237,660
464	Office Building	12	\$85,590
465	Professional Building	12	\$108,219
471	Funeral Homes	4	\$48,425
472	Dog Kennels, Veterinary Clinics	2	\$22,800
473	Greenhouses	5	\$43,200
480	Multiple Use or Multi-Purpose	21	\$205,586
481	Downtown Row Type (with common wall)	62	\$501,010
482	Downtown Row Type (detached)	5	\$63,300
483	Converted Residence	39	\$254,050
483W	Converted Residence – Water Frontage	1	\$22,900
484	One Story Small Structure	113	\$753,175
485	One Story Small Structure – Multi occupant	36	\$360,910
486	Minimart	5	\$39,500
Total: All Parcels		1,034	\$7,592,966

School districts comprise the largest portion of the tax levy, and as a result, are a critical consideration in terms of tax revenue and future fiscal needs. The following tables present fiscal data specific to each of the school districts located within the Town. This includes school district tax rates, assessed valuation, current tax levy and estimated State Aid. In addition, the actual 2009-10 budget is compared to the proposed 2010-11 budget, and the total debt is presented for each of the school districts. The total number of students, special education students, and the costs associated with educating these students are presented.



TABLE 9
SCHOOL DISTRICT TAX RATES AND OTHER FISCAL DATA

School District	Tax Rate (per \$1,000 Assessed Valuation)	Assessed Valuation	Tax Levy	Estimated State Aid
Fishers Island Union Free School District	\$347.069	\$8,368,562	\$2,904,461	\$270,004
Greenport Union Free School District	\$595.585	\$16,213,789	\$9,663,287	\$1,469,485
Mattituck-Cutchogue Union Free School District	\$760.804	\$40,333,898	\$30,722,211	\$2,885,000
New Suffolk Common School District	\$253.427	\$2,338,221	\$592,567	\$3,285
Oysterponds Union Free School District	\$364.993	\$13,581,762	\$4,959,193	\$497,193
Southold Union Free School District	\$723.448	\$30,915,852	\$22,371,205	\$1,984,917



TABLE 10
SCHOOL DISTRICT FISCAL DATA

	Type of School	2009-10 Budget ⁴		Total Debt ⁵	2010-11 Budget ⁶	Total Students ⁷	Special Education Students ⁸	Instructional Expenditures Per Pupil ⁹		Average Total Expenditures Per Pupil ¹⁰
		Expenditures	Revenues					General Education	Special Education	
Fishers Island UFSD	K-12	\$3,010,795	\$3,443,590	\$300,000	\$3,398,317	75	6	\$24,529	\$35,367	\$37,303
Greenport UFSD	K-12	\$14,291,914	\$14,338,718	\$0	\$13,835,534	614	±74	\$11,170	\$40,507	\$19,953
Mattituck-Cutchogue UFSD	K-12	\$36,054,841	\$37,408,207	\$33,864,903	\$36,539,331	±1,500	215	\$10,860	\$32,053	\$19,850
New Suffolk Common SD	K-6	\$801,983	\$734,389	N/A	\$788,704	22	1	N/A	N/A	N/A
Oysterponds UFSD	K-6	\$5,745,586	\$6,471,529	\$0	\$5,546,865	84	10	\$16,457	\$69,007	\$29,827
Southold UFSD	K-12	\$22,686,404	\$25,369,400	\$8,550,681	\$25,676,931	±900	±150	\$11,412	\$31,597	\$24,659

⁴ The 2009-10 budget reflects actual reported expenditures and revenues specific to each school district, as published in the Local Government and School Accountability Report, by the Office of the New York State Comptroller.

⁵ The total outstanding debt is specific to each school district as of June 30, 2010, as published in the Local Government and School Accountability Report, by the Office of the New York State Comptroller.

⁶ The 2010-11 budget, as published in Newsday. "Map of school district budget election results," accessed November 5, 2010 via <http://www.newsday.com/long-island/education/map-of-school-budget-election-results-1.1920005>

⁷ The student enrollment is specific to beginning of the 2010-11 school year, and is based upon correspondence with the Superintendent of each school district.

⁸ The number of special education students is specific to beginning of the 2010-11 school year, and is based upon correspondence with the Superintendent of each school district.

⁹ Instructional expenditures per pupil are specific to the 2007-08 school year, as published in The New York State School Report Card Fiscal Accountability Supplement, by the New York State Education Department. This figure equates to the arithmetic ratio of instructional expenditures to pupils. The total cost of instruction for students with disabilities may include both general and special education costs. Special education services provided in the general education classroom may benefit students not classified as having disabilities.

¹⁰ Total expenditures per pupil are specific to the 2007-08 school year, as published in The New York State School Report Card Fiscal Accountability Supplement, by the New York State Education Department. This figure equates to the arithmetic ratio of total expenditures to pupils. Total expenditures include district expenditures for classroom instruction, as well as expenditures for transportation, debt service, community service and district-wide administration that are not included in the instructional expenditure values for general education and special education. As such, the sum of general education and special education instructional expenditures does not equal the total expenditures.



Individual interviews were conducted with the Superintendent and other officials from each of the school districts within the Town. Such interviews were conducted in an effort to determine occupancy and physical plant issues, and to determine future planning efforts of these districts. Such interviews allowed for an understanding of each school's fiscal condition, as well as specific opportunities, needs, issues and obstacles facing the school districts in Town. The main points from each of the school district interviews have been summarized in this section.



STAKEHOLDER INTERVIEW: ROBERT FEGER, SUPERINTENDENT OF NEW SUFFOLK COMMON SCHOOL DISTRICT

NOVEMBER 17, 2010

- 1) At the beginning of the school year, how many school children were enrolled at the school?
How many of these school children were enrolled within the special education program?
 - Total enrollment: 22. Of this, one student is enrolled within special education program, and one additional student is enrolled under the 504 program.
 - One student is sent to another school district for special education.
- 2) How has enrollment changed over the past few years?
 - Enrollment has more than doubled over the last five years.
 - School expects 23 students next year, which would be one additional student than current enrollment.
- 3) I understand that the needs of each school district vary; some schools are extremely overcrowded while others are looking for more kids to fill their spaces. What are the needs of your school?
 - School is just fine eight now, the capacity fits the needs of the school.
 - Unless there is a really significant change in enrollment, the school won't have difficulty accommodating.
 - District is satisfied with current population, and don't expect any overcrowding in the near future.
- 4) Tell me about occupancy and/or capacity issues that may be facing the school.
 - See response to Question #3, above.
- 5) If the school is overcrowded, are there any bond issues coming up?
 - N/A



- 6) Does the school have any plans for consolidating and/or restructuring buildings and/or programs? Any other planning efforts in the works?
- School brought on a part-time position last year, otherwise the school is adequately staffed.
 - Only standard repairs are planned for the near future, there have been talks about making school handicapped-accessible through installing a ramp.
- 7) Are there other fiscal needs that you'd like to share that may help us formulate appropriate recommendations for this part of Town?
- School is happy with the funding that they have, fiscally the school is quite sound.
 - Wishes that tax years were more in alignment than they are – the school year goes September through June, yet the state fiscal year and the tax rolls are different.
 - This makes it difficult for scheduling and budgeting, must do so half a year ahead of time.



STAKEHOLDER INTERVIEW: DR. STUART RACHLIN, SUPERINTENDENT OF OYSTERPONDS UNION FREE SCHOOL DISTRICT

NOVEMBER 17, 2010

- 1) At the beginning of the school year, how many school children were enrolled at the school?
How many of these school children were enrolled within the special education program?
 - Total enrollment: 84. Of this, ten students are enrolled within special education program.
- 2) How has enrollment changed over the past few years?
 - Over the past few years there has been a steady decline in student enrollment.
 - A few years ago, enrollment was at low 100s, around 103/104 students.
 - This year, enrollment started at 84 students, and two families will be registering as of January 1 which will bring enrollment up to 89 students.
 - Oysterponds school district is comprised of Orient and East Marion, both of which are home to many old timers.
 - Orient has a greater share of homeowners, while East Marion has more rental units (apartments in houses).
 - Exit interviews with families indicate economic issues.
 - The high cost of rentals coupled with unforgiving economy has resulted in many families (who rent) moving westward.
 - Trends differ among homeowners – most of these families are staying.
 - Next school year, the enrollment will be pretty much static, will likely stay around the same place.
 - The following year, the school projects there will be a bump in Kindergarten enrollment and may break 90.
 - Unless there is a major housing boom or a decrease in the cost of rental units, enrollment should remain relatively static for the next few years.
- 3) I understand that the needs of each school district vary; some schools are extremely overcrowded while others are looking for more kids to fill their spaces. What are the needs of your school?
 - The school has large classrooms but many students in them.
 - The school does not have room for other programs.
 - Occupational Therapy, Physical Therapy sessions are held in an oversized kitchen.



- Two secretaries are located in make shift cubicles.
 - Several special education and auxiliary teachers are sharing one small room.
 - The school does not have useable space that can appropriately cover their needs.
 - The school does not have portable space, and there is no real space for expansion.
 - The way that the school is allotted does not allow flexibility in this regard.
- 4) Tell me about occupancy and/or capacity issues that may be facing the school.
- See response to Question #3, above.
- 5) If the school is overcrowded, are there any bond issues coming up?
- N/A
- 6) Does the school have any plans for consolidating and/or restructuring buildings and/or programs? Any other planning efforts in the works?
- No plans for construction now.
 - School has been speaking with the grounds committee about converting oversized closets, etc. But there are many costs associated with doing so. Mostly about figuring out how creative they can be with what they have.
 - As population decreases, interest in construction dwindles – there have been talks of this for years.
 - Why spend money if you don't know the future?
 - No hiring at present, no real need – trying to be flexible with use of teachers to keep as long as possible.
 - For example, same teacher for ESL and Academic Intervention Services.
- 7) Are there other fiscal needs that you'd like to share that may help us formulate appropriate recommendations for this part of Town?
- There have been discussions around the North Fork pertaining to consolidation at the high school level and creating a regional high school. It's very costly to run with science labs, equipment, etc.
 - Perhaps other ways to save money and resources is through staff-sharing – both teachers and office staff. For example, a part time teacher in Greenport could be used elsewhere to keep costs down.
 - It would be good for schools to know if they are going to receive State Aid that you're told you'll receive. This almost holds school districts' hostage – they try to keep taxes low but they can only do so much without having to start make cuts in budget/programs.



STAKEHOLDER INTERVIEW: JAMES MCKENNA, SUPERINTENDENT OF MATTITUCK-CUTCHOQUE UNION FREE SCHOOL DISTRICT

NOVEMBER 30, 2010

- 1) At the beginning of the school year, how many school children were enrolled within the school district? How many of these school children were enrolled within the special education program?
 - Total enrollment: Approximately 1,500, plus or minus ten students. Of this, 215 students are enrolled within special education program.
- 2) How has enrollment changed over the past few years?
 - 1990: 1,215 students
 - School District was annexed with Laurel in the mid- to late-1990s (1996-97?), enrollment increased after this.
 - From 1996 to 1997, enrollment jumped from 1,285 to 1,435 students.
 - Aside from Laurel annex, there have been very small changes with slight increases and decreases over the past decade, but relatively steady.
 - Current school year – 150 juniors, but only 75 in kindergarten. The 125 students in sixth grade is the last of the “big” classes.
 - The universal Pre-K program is in its 4th year. When first started, so much interest from community that they had to hold a lottery since the program only can hold 27 kids. This year, only 31 applied, and everyone was able to enroll (other than the few who declined).
 - Has noticed that people are moving to Town later in life, with older middle and high school students, rather than younger elementary-aged children.
 - North Fork doesn’t have static population like the South Fork does.
 - The ESL population has grown by approximately 8.5% district-wide.
 - There are more junior high school and high school students coming to live with grandparents, other relatives.
- 3) I understand that the needs of each school district vary; some schools are extremely overcrowded while others are looking for more kids to fill their spaces. What are the needs of the schools within your district?
 - The district is OK for the generation of kids that are enrolled now.
 - There will likely be a “soft landing” as enrollment begins to decline and as teacher retire. The enrollment will shrink to where they were before the big classes came in.



- 4) Tell me about occupancy and/or capacity issues that may be facing the school district.
- See response to Question #3, above.
- 5) If the schools are overcrowded, are there any bond issues coming up?
- N/A
- 6) Does the school district have any plans for consolidating and/or restructuring buildings and/or programs? Any other planning efforts in the works?
- Mattituck-Cutchogue is largest district on North Fork – there was a renovations project 3 years ago.
 - The district didn't have space for science classrooms.
 - The district didn't have enough space for all of the kids who needed to take band – they couldn't fit in the band room.
 - The district didn't have adequate gym space.
 - The high school is the largest it's ever been in the past 20 years.
 - A bond was voted down in 2003 since it was promoted as “planning for next generation” – people are more worried about what they need now.
 - No consolidation or restructuring planned for now.
 - The school district offers the most AP classes, electives, etc. There is a morning show for school announcements.
 - Southold UFSD suggested a “consolidation study” be undertaken, but it's very unlikely that consolidation will ever happen – tax rates are too high.
- 7) Are there other fiscal needs that you'd like to share that may help us formulate appropriate recommendations for this part of Town?
- Not sure if the whole system is “sustainable” – 8% of funding comes from State Aid, the remaining 92% comes from the taxpayers.
 - North Fork taxes are already much higher than those in the South Fork – as such, many North Fork residents are “bailing”.
 - In an effort to keep taxes down, the school district tries to share services with other schools.
 - Transportation
 - NJROTC program – 140 cadets from Mattituck-Cutchogue, 80 from Southold, 60 from Greenport High School.
 - Some kids from other schools are sent to Mattituck-Cutchogue for their special education program.



STAKEHOLDER INTERVIEW: CHARLES MEYERS, SUPERINTENDENT OF FISHERS ISLAND UNION FREE SCHOOL DISTRICT

DECEMBER 1, 2010

1) At the beginning of the school year, how many school children were enrolled at the school?
How many of these school children were enrolled within the special education program?

- Total enrollment: 75 students, 36 of which are Island residents and the remaining 39 students are CT residents.
- Of the total enrollment, 6 students are enrolled within special education program.

2) How has enrollment changed over the past few years?

- The Island population has declined, but the school has been able to maintain their enrollment because of the number of kids who pay tuition from CT.
- This year, there are three kids in the Pre-K program, and next year there will be another 3 kids coming in. As of now, there are no kids planned to enroll within the Pre-K program during the following year (2012-2013). As such, the school expects to experience a drop-off in enrollment.
- Next year, it is anticipated that there will be 3 new magnet students in grades 5-6, 2 new magnet students in grade 7 and 5 new magnet students in grade 8.
- Additional enrollment projections are provided, below:

	Pre K	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
2010-2011	3	1	3	1	1	3	4	8
2011-2012	3	3	1	3	1	1	3	4
2012-2013	0	3	3	1	3	1	1	3
2013-2014	0	0	3	3	1	3	1	1
2014-2015	0	0	0	3	3	1	3	1



October 1st	Enrollment	Island	Magnet
1990	68	52	16
1991	64	47	17
1992	77	57	20
1993	68	50	18
1994	74	46	28
1995	77	50	27
1996	76	50	26
1997	80	50	30
1998	74	50	24
1999	67	43	24
2000	67	47	20
2001	65	47	18
2002	53	40	13
2003	60	41	19
2004	57	41	16
2005	65	43	22
2006	73	48	25
2007	72	42	30
2008	62	43	29
2009	70	36	34
2010	75	41	34
2011	81	39	42

3) I understand that the needs of each school district vary; some schools are extremely overcrowded while others are looking for more kids to fill their spaces. What are the needs of your school?

- Capacity-wise, the school is fine.
- The school has some small spaces that aren't the best, for example – the music program is run from a room in the back of the stage which is not quite adequate. But everything else is adequate.
- The school does not really have a cafeteria. There is a gym that is used for multi-purpose space, but it's adequate for now.
- The school improvises with other spaces nearby. For example, they use the community center frequently for after school programs, professional development, and the café opens giving the kids an opportunity to buy school lunch once a week.
- School also owns a former bowling alley (now vacant) on their property. Something needs to be done with the building, and a facility study was prepared with recommendations for various options to create additional space for art, music, technology education, etc.



- 4) Tell me about occupancy and/or capacity issues that may be facing the school.
- See response to Question #3, above.
- 5) If the school is overcrowded, are there any bond issues coming up?
- No bond issues in the not so distant future; however in May, the school district passed a proposition to draw \$350,000 from capital reserve fund for a variety of projects to be completed over the next year or so. These include new lockers in the locker room, regarding the parking lot, roof repairs, carpeting, etc. Most will be completed next summer.
- 6) Does the school have any plans for consolidating and/or restructuring buildings and/or programs? Any other planning efforts in the works?
- See response to Question #5, above.
- 7) Are there other fiscal needs that you'd like to share that may help us formulate appropriate recommendations for this part of Town?
- There is a concern that the year-round population of the Island is declining.
 - The school maintains properties for housing staff.
 - The school has had discussions and has explored ideas of using some of the school property as a possible location for affordable housing.



STAKEHOLDER INTERVIEW: MICHAEL COMANDA, SUPERINTENDENT OF GREENPORT UNION FREE SCHOOL DISTRICT

DECEMBER 2, 2010

- 1) At the beginning of the school year, how many school children were enrolled within the school district? How many of these school children were enrolled within the special education program?
 - Total enrollment: 614 students, of which approximately 12% or 74 students are enrolled within the special education program.
 - There are roughly 50 kids per class.
- 2) How has enrollment changed over the past few years?
 - Enrollment has come down a little bit, it was in the 620's a few years ago, but there haven't been any dramatic changes. It's been fairly stable.
- 3) I understand that the needs of each school district vary; some schools are extremely overcrowded while others are looking for more kids to fill their spaces. What are the needs of the schools within your district?
 - The school district is totally fine with the amount of space that they have. They have room for more kids, and they can certainly take more kids but there aren't any extra space issues at the time being.
- 4) Tell me about occupancy and/or capacity issues that may be facing the school district.
 - There is no present occupancy or capacity issues.
- 5) If the schools are overcrowded, are there any bond issues coming up?
 - Not pertaining to overcrowding, but there is a bond issue that will be voted upon next week (December 7, 2010). The bond is for \$7.4 million to address major leaks and infrastructure issues – roofing, windows, boiler, etc.
- 6) Does the school district have any plans for consolidating and/or restructuring buildings and/or programs? Any other planning efforts in the works?
 - The school district is all housed in one K-12 school, so there are no plans for consolidation.



- The district is always seeking to add new programs. Next year they will be adding a new AP Environmental Science class which will be rotating with AP Biology and offered every other year.
 - Since the average class size is only around 50 students, rotation is needed so that they can fill classes each year.
- 7) Are there other fiscal needs that you'd like to share that may help us formulate appropriate recommendations for this part of Town?
- School would love to see more grant opportunities that are regionally appropriate. Most grants are so global, but would like to see more regional.
 - The community has a very rich waterfront/marine and agricultural industry, and would like to pursue grants of this nature to keep such programs alive in schools.
 - For example, a small engine repairs class, boat crafting, etc.
 - School does have a small greenhouse where elementary kids are planting seeds, harvesting what they plant, and then donate harvest to local soup kitchens.
 - There are niches in the community that haven't been fully explored by the school-district.
 - BOCES does a great job, but would love to see programs in schools also.
 - They have space to fill, and would love to see such programs.



STAKEHOLDER INTERVIEW: DAVID GAMBERG, SUPERINTENDENT, AND STEPHEN HARRISON, ASSISTANT SUPERINTENDENT OF BUSINESS OF SOUTHOLD UNION FREE SCHOOL DISTRICT

DECEMBER 2, 2010

- 1) At the beginning of the school year, how many school children were enrolled within the school district? How many of these school children were enrolled within the special education program?
 - Total enrollment: approximately 900 students, of which approximately 150 students are enrolled within the special education program.
 - Of the 150 students enrolled within the special education program, there are approximately 20 students who attend special education programs outside of the district.
- 2) How has enrollment changed over the past few years?
 - There was a period of slight decline, relatively speaking.
 - There are always ebbs and flows over the years.
 - There was a bubble a few years ago, where enrollment was up to around 1,100 students.
- 3) I understand that the needs of each school district vary; some schools are extremely overcrowded while others are looking for more kids to fill their spaces. What are the needs of the schools within your district?
 - Within the district, they vary depending on the type of classes. For example, a 6-1-1 classroom varies significantly from an AP history class with 27 students.
 - Some classes are more than adequate given the enrollment.
 - The library should be enlarged even though the population may not warrant this enough. However, expansion would be needed in order to accommodate increasing technology, media, etc.
 - Currently using portables/trailers for storage/records retention – not necessarily the best place for this. They are making use of the space as best as they can.
 - Not sure if current classrooms can appropriately handle accepting special education kids back in from other districts (approximately 20 special education students attend programs in other districts, which is neither educationally or financially advantageous).
 - Orchestra – needs more space.
 - Junior/Senior High School cafeteria is not necessarily the best place to have lunch – it's located in the basement.



- Would like to make better use of the outdoor space, whether it is through a playground or through establishing a greenhouse on campus.
 - School district would love to see a greenhouse on campus, and is currently working with the Town to work toward this.
 - Grant with Charnews Farm for greenhouse that would allow growing fresh food that could be used in their cafeteria.
- 4) Tell me about occupancy and/or capacity issues that may be facing the school district.
- See response to Question #3, above.
 - Not necessarily occupancy or capacity issues, but more along the lines of reconfiguring specific spaces to better suit their needs.
- 5) If the schools are overcrowded, are there any bond issues coming up?
- Not pertaining to overcrowding, but there is an energy performance contract for \$1.5 million that will address lighting fixtures, doors, windows, etc. to increase the efficiencies of school buildings.
 - In the intermediate-term, school might be looking to address some of the capacity/reconfiguration issues mentioned in Question #3, combined with a study that conducts a thorough analysis of space.
- 6) Does the school district have any plans for consolidating and/or restructuring buildings and/or programs? Any other planning efforts in the works?
- There is intent to consider a study that examines shared services/programs among schools on North Fork.
 - Would like to obtain a grant for regionalism.
- 7) Are there other fiscal needs that you'd like to share that may help us formulate appropriate recommendations for this part of Town?
- Would like to have a dedicated space that is larger than a classroom but smaller than an auditorium that can accommodate 20-30, up to 50 persons for professional development-type activities.
 - Schools should take on different functions – should be more of a community center. Up until now, standard ways that schools operate have been accepted as the norm.
 - There is a high senior population in the community, and would like to see school district create a stronger relationship and support this senior citizen population.
 - The population needs to see the school as a place where nutrition, services and cultural awareness fits their needs.
 - Kids need to be able to transfer their understanding and engage in the community so that learning extends beyond the walls of the classroom. This includes both virtual programs and through the creation of on-going programs that link to the community.